Category One: Helping Students Learn

Introduction

The mission of LCCC is to transform our students' lives through the power of inspired learning. Thus, helping students learn is at the foundation of the Institution's work and within the very belief structure of the College. However, over the past few years the College's transformation to a quality culture has revealed considerable room for improvement in the actual results of ensuring students achieve their educational goals. Guided by the 2011 Systems Appraisal Feedback Report, supported by the 2012 Quality Checkup, and reaffirmed through strategic planning, the College is well underway to significant improvements in student learning.

To emphasize this focus, the first goal of the 2013-2020 LCCC Strategic Plan centers on helping students succeed. The goal, titled "A Completion Agenda for the 21st Century," is to increase the number of students earning high-value credentials by reinventing the College's programs and services to be designed for the 21st century learners and aligned to drive the economic and social futures of Southeastern Wyoming. Within this goal numerous strategies are being implemented to address areas for improvement identified in the aforementioned institutional assessment processes. These include planned improvements to critical aspects of how instructional programs are designed, delivered, and assessed, as well as the support services and systems used to ensure students achieve their educational goals. From building a quality assurance system focused on the rigorous assessment of learning outcomes, curriculum reinvention, and policies and procedures, to high-impact practices for academic student support, the College is already benefitting from both completed and active quality initiatives to better help students learn.

Adding to strategic prioritization, LCCC recently integrated multiple resource improvements to better coordinate the advancement of student learning. These include a budget request process that tightly aligns to instructional priorities, a re-organization of positions that supports educational programming with a decline in administrative positions and significant growth in faculty, a Key Performance Indicator (KPI) system that tracks student learning preparation and achievement, and a scholarship process that systematically supports educational purposes. What remains for the College to accomplish is further development of its direct student learning assessment so that data regularly informs improvements.

Common Learning Outcomes

> **1P1** Common Learning Outcomes focuses on the knowledge, skills, and abilities expected of graduates from all programs. Describe the processes for determining, communicating, and ensuring the stated common learning outcomes and who is involved in those processes. This includes, but is not limited to, descriptions of key processes for:

Aligning common outcomes to the mission, educational offerings, and degree levels of the institution (3.B.1, 3.E.2)

The College has an established blueprint for ensuring graduates have the knowledge, skills, and abilities to be successful in their lives and professions, regardless of the chosen program of study. This blueprint is based on four common learning outcomes, or what LCCC calls institutional competencies, that are incorporated throughout the curriculum. These outcomes include *Reasoning*, *Effective Communication*, *Collaboration*, and *Human Culture*. With the belief that to transform students' lives, the College must ensure that students possess a core set of abilities, regardless of their aspirations. Thus, LCCC arrived at these competencies through an understanding that they should reflect those abilities individuals must possess to thrive in today's world. As such, the competencies are aligned with the mission of the College.

It is the goal of the College that upon completion of an identified program of study, students will have developed a level of proficiency in each of the stated competencies. Per the mission of the College, the

competencies are embedded across the curriculum to provide a rich and diverse educational experience to all students to prepare them for a productive life (3.B.2, 3.E.2).

The institutional competencies shape the development the general education core curriculum which has been incorporated into all degrees and credit-bearing certificates at the College (3.B.1). The process for incorporating the competencies across the curriculum involves the Master Course Outline of Record (MCOR), which serves as the foundational document for any course. Through the development of the MCOR, an originating faculty member identifies the institutional competency a course addresses and the tool through which the competency will be assessed. All MCORs undergo a robust peer review before adoption by the Academic Standards Committee. The institutional competencies are also identified in the curriculum mapping element of the program review process and the program review also articulates the institutional competencies addressed within a program thereby assuring that the competencies are embedded.

Determining common outcomes (3.B.2, 4.B.4)
LCCC's institutional competencies were originally developed several years ago in relative isolation. Though they were shared across campus at that time, there was not a concerted effort to align program or course competencies with the newly established outcomes for the Institution. Under this model, there was little or no connection between achievement within a program and achievement or progress when measured at the institutional level.

The institutional competencies in place today are a product of a faculty-wide process. The College recognizes that the development and assessment of learning outcomes is an iterative process, which requires an ongoing commitment to process. This process is led by the Student Learning Assessment (SLA) subcommittee of Academic Standards, per Administrative Procedure No. 2.12P. The subcommittee consists of representation from all schools as well as a librarian, an instructional designer, a dean, and the Associate Vice President of Institutional Effectiveness. The most-recent revision of the competencies began in the spring 2012 semester when faculty engaged in a workshop to identify the skills they felt were most important to the success of graduates from the College. From this workshop emerged a draft of several competencies for faculty consideration in fall 2012. Following several open forums to discuss the competencies and their relationship to the curriculum across the College, a faculty vote identified the competencies that are in place today (4.B.4). The institutional competencies, determined and adopted, guide the College's evaluation of its general education core curriculum and shape its coursework to impart the broad knowledge and intellectual concepts to students and to develop skills and attitudes that the institution believes every LCCC graduates should possess (3.B.2).

Articulating the purposes, content, and level of achievement of the outcomes (3.B.2, 4.B.1)
The College's general education program primarily uses its student learning assessment process to articulate purposes, content, and level of achievement of the outcomes (3.B.2). The SLA subcommittee leads efforts in defining the institutional competencies, establishing the criteria to be considered in their assessment, and determining the achievement levels for each. This diverse group engaged faculty in a series of in-service sessions in which outcomes and criterion definitions were shared and edited. The subcommittee met weekly throughout the fall 2013 semester in order to incorporate faculty input into criteria definitions and performance levels on scoring rubrics for each of the outcomes (4.B.1). Through the fall 2013 semester the subcommittee engaged the faculty in finalizing the rubrics while the General Education Committee simultaneously engaged faculty in the revision of the general education core curriculum to meet the newly updated competencies (3.B.2). In December 2013 scoring rubrics were published for use in assessing student proficiencies on the institutional learning outcomes. Each competency is defined and its purpose is identified on the rubric. Each rubric also identifies the criteria for direct assessment of student learning as well as the proficiency levels faculty must consider when

using the tools to design and administer assessments. The institutional competencies and the rubrics for scoring them are available on the LCCC website.

Incorporating into the curriculum opportunities for all students to achieve the outcomes (3.B.3, 3.B.5)

Per the General Education Policy 2.2 and Procedure 2.2P, general education is defined as a purposeful program of students' educational activities that builds a mature understanding and appreciation of diverse cultures and the human condition, the mastering of multiple modes of inquiry, the ability to effectively analyze and communicate information, and the recognition of the importance of creativity fundamental to lifelong intellectual growth (3.B.3). Thus, general education at the College is based on LCCC's institutional competencies. As part of this general education, students have the opportunity to develop these competencies either through specific courses designed to fulfill general education requirements, or educational activities integrated into coursework across the curriculum (3.B.5).

To strengthen the relationship between the institutional competencies and the curriculum, the MCOR requires all faculty to articulate the connection between course-level and program-level competencies and the institutional competencies. The institutional competencies are communicated across the College via all syllabi in credit-bearing courses. In addition, the rubrics for assessing achievement of the competencies are built into the learning management system (LMS), allowing their incorporation into every course across the College (3.B.3). Finally, the institutional competencies have been used to establish the general education core. Faculty who petition to have a course included in the core must demonstrate purposeful instruction in, and assessment of, the competencies in order for any course to be an approved element of the general education core.

Ensuring the outcomes remain relevant and aligned with student, workplace, and societal needs (3.B.4)

LCCC utilizes three primary processes for ensuring that institutional competencies are relevant with workplace and societal needs. The first is regularly surveying alumni of the College. An annual alumni survey asks all graduates of the College to provide feedback on how the institutional competencies prepared them for success in their current employment and/or their current academic program (for transfer students).

The second process is using focus groups during new program development. The program development process at LCCC requires the formation of a focus group to assist with developing the foundation of any program. Focus groups are comprised of College personnel, community members, representatives from industry, and education partners from K-12 as well as potential transfer institutions. The College also uses focus groups, comprised mostly of faculty, to develop and review its general education core curriculum to ensure that it meets the needs identified above. Specifically, the core curricula address the institutional competency of **Human Culture:** *Students' ability to distinguish the complexity of cultural elements important to members of a culture* (3.B.4).

The third process is gathering feedback from program advisory boards. Many academic programs at the College have advisory boards to assist with curriculum development and review. In the development and the review of every program, the institutional outcomes are discussed; when changes are suggested those recommendations are forwarded to the Academic Standards committee for further consideration and development.

Designing, aligning, and delivering co-curricular activities to support learning (3.E.1, 4.B.2)

Co-curricular activities at the College are coordinated through the office of Student Life. The College offers a number of co-curricular activities designed to provide both academic and non-academic support

to a diverse student population. Co-curricular offerings are intended to stimulate and sustain a healthy society and economy.

The College has a co-curricular activity approval process that requires all co-curricular activities at LCCC to define learning outcomes for the activity that bear a clearly-articulated connection to the institutional competencies. This process also specifies that the institutional rubrics be used in conjunction with other assessment methods (surveys, card swipes, anecdotal comments) to evaluate the activity (4.B.2). Additionally, the process for funding student organizations and activities requires learning outcomes and assessment in all applications for operational monies from the student fees.

Examples of co-curricular activities that meet this purpose include the student newspaper, *Wingspan*, the Society of Professional Helpers, the Student Alliance for Equality, Student Government Association, Phi Theta Kappa, and Rotaract, among others (3.E.1).

Selecting tools/methods/instruments used to assess attainment of common learning outcomes (4.B.2)

One of the functions of the MCOR is to ensure a process by which all faculty within a discipline collaborate on assessment by identifying common assessments aligned with specified learning outcomes. This common assessment is peer-reviewed and approved by Academic Standards to become the method for assessing all students in all sections of a single course. The MCOR specifies such assessment parameters as the testing conditions, the test type, the timing of the assessment in relation to the semester, and the institutional competency that the assessment is measuring (4.B.2).

Assessing common learning outcomes (4.B.1, 4.B.2, 4.B.4)

Assessment of the institutional competencies occurs in all credit-bearing courses across the College. Faculty develop a common course assessment to be administered in all sections of a given course, and that assessment tool is reviewed and approved by Academic Standards. Upon approval, the assessment tool becomes the instrument through which progress on the competencies is reported. Faculty are expected to report student achievement on the assessment via the institutional scoring rubrics. At the end of each semester the Institution receives the assessment data as reported in the LMS. This data reveals a student's performance level on all criteria for any institutional rubric with which he/she was scored. It also reveals course-level information about a particular outcome and enables the Institution to develop a College-wide indication of success on all of the institutional competencies. This process was developed in fall 2013 and piloted in spring 2014. The College intends to stay the course with this data collection and with the institutional rubrics as written until fall 2015. At that time the collected data will be examined in full to better understand student progress towards the defined outcomes as well as institutional trends. This conversation may result in a process of outcomes revision and rubric refinement (4.B.1, 4.B.2, 4.B.4).

1R1 What are the results for determining if students possess the knowledge, skills, and abilities that are expected at each degree level?

Outcomes/measures tracked and tools utilized

The College introduced systematic reporting of progress on the institutional outcomes in the spring 2014 semester. At that time faculty were trained on how to access and utilize the rubrics for assessment reporting. Incorporation of the institutional scoring rubrics into the LMS allowed all faculty to access and report on student achievement of the rubrics in a central location and with a standard process. The process allows for achievement reporting on all criteria for all outcomes, and faculty and academic leaders consider the subsequent data extraction and compilation. Additionally, the College has used the Education Testing Service (ETS) *Proficiency Profile* to assess student learning at the time of graduation for many years.

Summary results of measures (include tables and figures when possible)
The institutional outcomes assessment data that was captured in spring 2014 is shown in Figure 1R1-1.
The aggregated data shows the percentage of students assessed and the level of their performance.

Figure 1R1-1: Institutional Competencies Assessment, spring 2014											
Performance Level											
	Exceptional		Proficient		Developing		Insufficient		No Evidence		TOTAL	
Competency	**#**	**%**	**#**	**%**	**#**	**%**	**#**	**%**	**#**	**%**	**#**	**%**
Collaboration	34	40	36	42	9	10	3	3	4	5	86	100
Effective Communication: Verbal	74	30	123	50	33	13	1	.5	15	6	246	100
Effective Communication: Written	80	23	164	47	72	21	8	2	26	7	350	100
Human Culture: Aesthetic Analysis	54	46	39	33	8	7	3	3	13	11	117	100
Human Culture: Cultural Awareness	0	0	6	55	5	45	0	0	0	0	11	100
Reasoning: Information Literacy	11	9	74	61	20	16	4	3	13	11	122	100
Reasoning: Problem Solving	98	28	161	45	68	19	9	3	19	5	355	100
Reasoning: Quantitative Reasoning	54	26	94	44	38	18	10	5	15	7	211	100
Reasoning: Scientific Reasoning	13	32	13	32	11	27	0	0	4	10	41	100

Figure 1R1-1

Figure 1R1-2: ETS *Proficiency Profile* Results						
		2011-12	**2012-13**	**2013-14**	**Nat'l Cohort Sophomores**	**Nat'l Cohort Juniors**
1 – Reading Proficiency	Level 1	68%	71%	70%	60%	64%
	Level 2	44%	44%	41%	30%	33%
	Level 3 (Critical Thinking)	7%	6%	6%	4%	4%
2 – Mathematics Proficiency	Level 1	49%	56%	55%	45%	48%
	Level 2	25%	30%	29%	20%	23%
	Level 3	7%	9%	7%	5%	5%
3 – Mean Skills Sub-score	Critical Thinking	112.38	112.51	111.85	111.0	111.5
	Reading	118.97	118.94	118.60	117.0	117.7
4 – Mean Context Sub-score	Humanities	115.83	115.33	114.35	114.1	114.6
	Social Sciences	114.12	114.08	113.29	112.7	113.1
	Natural Sciences	115.48	116.19	116.09	114.5	115.0
	N	*530*	*588*	*637*	*22,286*	*16,209*

Figure 1R1-2

The graph on the following pages shows the results from one of the six rubric criteria from the
institutional rubric designed to assess effective written communication. Analysis of the data from all traits
on all rubrics reveals that there is variance in the rigor of the assessment tools designed by faculty and this
lends obvious variance to the levels of student performance. The College anticipates that, as the process
for assessing performance on the competencies matures beyond the systematic level, these variances will
become more explicable and therefore more easily addressed.

Comparison of results with internal targets and external benchmarks
The institutional competencies assessment data collected in spring 2014 will serve as the baseline
performance for the College. It is expected that all students will attain proficiency in each of these areas
by the end of their academic program at LCCC. Through the definition of its baseline measurement of

performance, the College will be able to establish internal targets for achievement of these same outcomes that will guide focused quality improvement initiatives to increase instructional effectiveness.

National comparison data available from the ETS *Proficiency Profile*, as shown in Figure 1R1-2 above, suggests LCCC graduates generally perform at least as well as national cohorts that have been identified.

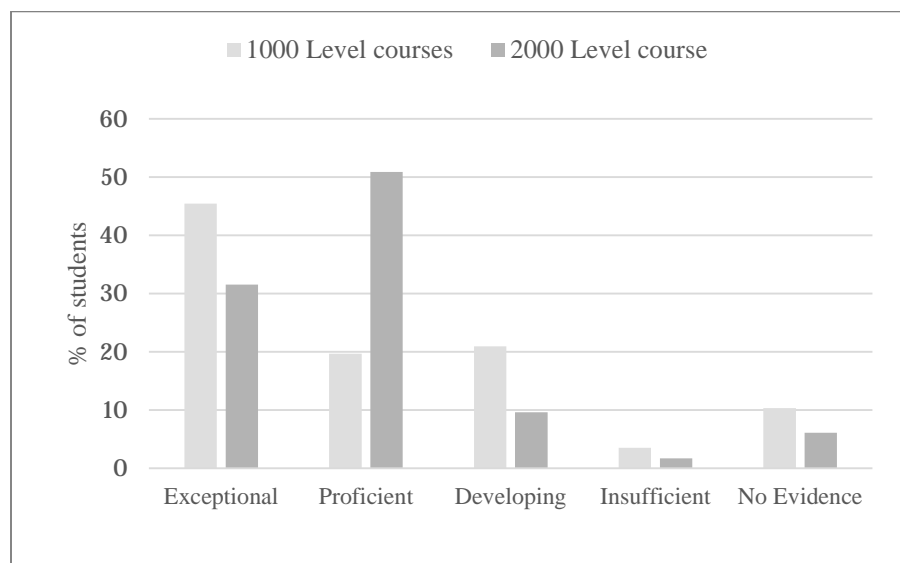**Figure 1R1-3: Effective Communication: Written "Audience"**

Figure 1R1-3

Interpretation of results and insights gained

The institutional competencies data are a small sample at this time, so extrapolating institutional trends is not appropriate. The data reveal that the majority of students assessed performed at Proficient or Exceptional. Analysis also revealed a number of insights that will be used to target process improvement and the College will need to determine a process for identifying targets at course and/or program levels.

The data collected were shared with faculty during a fall 2014 in-service conversation that resulted in a number of suggested improvements to the process. Faculty identified a need to present the assessment data in a way that increases the understanding of achievement of the competencies in a given course and program as well as at the institutional level. Faculty also asked that the College refine the process so that the assessment reporting can be used to determine the growth towards the outcomes while a student is at LCCC. Further examination of the data set revealed that very few adjunct faculty were involved in the collection of assessment data in the spring 2014 semester. Finally, it was discovered that the adjunct faculty did not have access to the approved MCORs where the common course assessment is defined.

1I1 Based on 1R1, what improvements have been implemented or will be implemented in the next one to three years? (4.B.3)

Several improvements are planned for the next three academic years.

- Given that the data sample for spring 2014 was relatively small, the rubrics will remain unchanged through the Summer 2015 semester, and the conversation regarding revision will ensue in fall 2015 (4.B.3). At that time the College will have established a broader data set from which to draw conclusions regarding required revisions.

- The Center for Teaching & Learning is targeting training of adjunct faculty in the student learning assessment process. Additionally, the school chairs will work towards articulating this process with the adjunct faculty in a concerted effort to close this training gap (4.B.3).
- The Academic Standards committee is improving the accessibility of approved MCORs with the development of an online repository of these curricular documents (4.B.3).

Program Learning Outcomes

1P2 Program Learning Outcomes focuses on the knowledge, skills, and abilities graduates from particular programs are expected to possess. Describe the processes for determining, communicating, and ensuring the stated program learning outcomes and who is involved in those processes. This includes, but is not limited to, descriptions of key processes for:

Aligning program learning outcomes to the mission, educational offerings, and degree levels of the institution (3.E.2)

Through Board Policy 2.1 and accompanying administrative procedure (Procedure 2.1P), the College has established a structure for its degree and certificate programs that ensures their design and purpose align with the mission and are appropriate with the level of educational offerings of the College. The parameters of the procedure guide the development and review of academic programs, including the programs' learning outcomes.

Two further processes ensure the alignment of learning outcomes to the mission and level of educational offering. The first is associated with the curriculum development and modification process. At LCCC, all courses within a program must have an MCOR on file with the Academic Standards committee. The MCOR requires those submitting the form to cross-reference every course competency with a program competency and to further indicate which of the institutional competencies are targeted by specific course competencies. The institutional competencies are well aligned with the mission of the Institution, as described above.

The second process is academic program review. At LCCC academic program review generates knowledge about how well academic programs are contributing to the attainment of the College's mission, as well as achieving the program-specific goals and outcomes. Program review provides a platform for the examination and design of continuous improvement strategies that strengthen program health and resiliency. Based on the principle of continuous improvement, the evidence derived and actions taken as a result of multiple cycles of program review ensure academic programs contribute to the long-term sustainability of the College, while remaining relevant and effective towards meeting the needs of the community. In addition, the programs' annual assessment plans that also display in program review self-studies, include sections on alignment to the LCCC mission and strategic planning strategies. See assessment plan template in Figure 1P2-3 (3.E.2).

Nearly concurrent with the formation of institutional competencies assessment, LCCC also developed a systematic comprehensive continuous improvement process that integrates three clusters of activity in its comprehensive annual assessment of student learning and program review. The activity clusters include: 1. quality assurance, 2. organizational learning, and 3. integration of planning, and project management. To manage this process, the Institution researched, tested, and purchased a Campus Labs product in academic year 2013-2014, naming it Aquila. The Office of Institutional Effectiveness oversees the management of Aquila as it became operational in September 2014 It holds active assessment plan shells for all academic certificate and degree programs and program review self-studies for ten programs undergoing review in 2014-2015. Faculty in all academic certificate and degree programs are developing content for their assessment plans, including competencies, with a January deadline. Peer review of those plans begins in February 2015 (4.B.4).

Figure 1P2-1: LCCC Program Level Assessment Plan
Planning Context
Guidelines (each component includes a mouse-over help resource displayed as an "i" icon)
Context of Planning (Summary of plan's relationships)
LCCC Mission and Program's Relationships
LCCC Strategic Plan and Program's Relationships
School Strategic Plan Relationships, if applicable
LCCC Program Review Goals and Plan Relationships
Professional Standards or Accreditation Criteria
General Information for Unit or Program Planning
Program Values
Unit's Unique Purpose and Role
Administration of Continuous Improvement Process
Curriculum Context & Design
Process to Transform Evaluation Findings into Improvements
Plan Design
Learning Competency
Student Learning Preparation Strategies
Methods of Evaluating Student Performance
Expected Level of Learning Performance
Uploaded Documents for Plan Design
Plan Evaluation Reflection, Results, Analysis, and Improvements
Research Findings & Summary of Unit Learning
Program Changes and Improvements
Uploaded Documents for Plan

Figure 1P2-1

A clustering of quality assurance activity supports the evaluative approach and sustainability features of the College's continuous improvement of student learning. The Institution formed a process rubric of planning and evaluation expectations that is used to manage development of the College's annual learning assessment activity (see Figure 1P2-2). These institutional quality expectations (standards) are embedded within each of the six sections of the online assessment plan template to advance faculty members' professional development and enable them to develop high-quality planning and evaluation of student learning. The same quality expectations inform peer reviewers who are responsible for sustaining learning evaluation quality across campus over time using the annual online review capacity.

The process rubric is based on the Institution's values and philosophy of continuous improvement, which are closely related to AQIP guidelines. Its content includes the best practices found in learning assessment literature, including the *Nine Principles of Good Practice for Assessing Student Learning* developed in 1991 with support from the American Association for Higher Education (AAHE), Trudy Banta's 2002 *Characteristics of Effective Outcomes Assessment*, and Linda Suskie's 2004 *Good Assessment Practices*. Requirements include measurable outcome descriptions, detailed student preparation strategies, direct assessment, expected performance levels, data results identifying strengths and weaknesses in learning performance, and program improvements (4.B.4).

Organizational learning comprises the second clustering of activity used at LCCC. This grouping of activities is designed to encourage campus wide self-reflection and learning about how well we develop value and quality in programming and services. As mentioned above, help sections in the student learning assessment plans provide a faculty professional development environment as do the forty assumed practice descriptions listed in the program review module. The Institution's Program Review

Procedure 10.2P (Continuous Improvement) and Academic Standards Procedure 2.12P (Academic Affairs) require that approximately thirty-six faculty members per year participate in program review self-study development or review of self-studies. One-third of faculty is exposed to the Institution's assumed practices guidelines annually. The guidelines represent the quality expectations of the Institution; see Figure 1P2-3.

Figure 1P2-2: Quality Assurance Rubric: Student Learning Planning and Evaluation		
Performance Levels for Program Learning Competencies		
Best Practices	**Well Developed**	**Under-Developed**

Component is "Well Developed" & includes one of the below items:
1. Competency directly relates to the LCCC institutional competencies for planning to improve student learning performance and to track program progress on strategies that develop learning over time.
2. Program/Unit has developed a new outcome that responds directly to a learning performance weakness discovered in the previous cycle of its learning research, or responds to LCCC program review concern, or responds to special accreditation findings.
3. The learning competency is matched to or supports development of diversity or multi-cultural knowledge or skills.
4. Applied Learning: Competency effectively describes specific workplace skills/knowledge that the students must demonstrate.
5. Plan has diagrammed or mapped competency to overall curriculum design and may include an uploaded corresponding matrix.
6. Program/Unit collaborates with another program or unit to leverage resources for developing a learning competency evaluation component.
	Outcome satisfies A, B, and C below.
	
	A. Competency characteristics are defined to strengthen measurability (writing effectively, e.g.)
	  1. mechanics & grammar
	  2. thesis/argument development
	  3. organization
	  4. critical thinking (analysis & synthesis)
	  5. information gathering skills
	  6. source documentation
	
	B. Competency appropriately relates to a program-level learning goal. It is broader than a single course in scope and supports why degree or certificate is awarded. Single course competencies can be used if they are part of a larger method to improve program level objectives, e.g., to improve contribution of prerequisite learning to upper-level courses or to improve writing across the program.
	
	C. Effective language is used.
	  1. Competency uses active verbs showing student action, e.g., students demonstrate a skill or display artistic concepts, etc.
	  2. Competency avoids ambiguous language such as "will be able to" OR "students will understand."
		Applies if any one of the below conditions exist.
		
		Competency includes fewer than all A through C characteristics in "well developed."
		
		Plan offers a weak representation of A, B, or C.
		.

Figure 1P2-2

In addition, the internal program review team uses an institutional rubric to score each program's performance level for about thirty template sections. The scores are to be aggregated over multiple cycles to reveal the Institution's strengths and weaknesses for informing continuous improvement. The review team also provides online feedback to programs during program review and the programs respond online to this feedback, forming a running dialogue among faculty about quality programming and information about how to solve academic problems. The online learning assessment plans function with a similar faculty-managed peer review procedure, and additional faculty dialogues result annually for improving learning evaluation and organizational effectiveness (4.B.4). While the dialogues will not begin forming until spring 2015, the approved LCCC policies ensure that they will occur.

Figure 1P2-3: Excerpt (one of forty) from LCCC Program Review Assumed Practices Description
B. Knowledge Distribution Results: Ongoing self-evaluation and feedback to inform continuous process improvement and adapt to change
1. Process to develop and sustain a comprehensive feedback system to inform program improvement

Assumed Program Practices: Programs have developed processes to gather feedback information on NEEDS from its students and stakeholders, including client satisfaction, to guide their design of knowledge distribution processes. They identify varying student bodies or special groups (e.g., traditional, single-parent, veterans, returning students, stop outs, and others) to learn how they are being served. Programs also design their feedback processes to inform them of THEIR PERFORMANCE on knowledge distribution processes.

Programs use a variety of feedback strategies, such as sending faculty/staff to professional conferences to bring back improvement ideas, sustaining annual assessment plans on Campus Labs, distributing surveys, using data already attained from Institutional Research or comparative benchmark surveys (SENSE or CCSSE), institutional surveys (Graduating Student Exit Survey), institutional competencies data reports, project management data, collaborative data resources (Student Services Starfish data), current literature reviews, ad hoc research committees, and others. Programs are beginning to explore learning analytics for discovering predictive student success patterns (e.g., at risk patterns) that can inform new programming strategies.

Self-Study Guidelines: Generally, provide a one-paragraph discussion of how the program's planning and activities support the assumed practices (larger scope areas may require multiple paragraphs). Also, give one or two strong examples that demonstrate performance of the practices. When appropriate upload documentation or evidence. Evaluative discussion (e.g., that the program is exceeding assumed practices or falling short of them is highly valued for continuous improvement).

The program describes its evaluation methods for determining student and stakeholder NEEDS that can include satisfaction surveys, focus groups or interviews, listing of complaints, formal interactions with advisory committees and others. The program also describes its evaluation methods for learning about THE PERFORMMANCE of its programming and services that can include annual assessment plans, institutional competencies data, KPIs data, client usage surveys, student certification exam performance, LCCC program reviews, special program accreditation findings, and others. In addition, it shows how it documents and analyzes its student complaints for informing program improvements.

The program explains how it works with other external institutions or other internal programs to develop comparative data findings on mutual indicators. SENSE and CCSSEE surveys serve as comparative resources.

Campus Labs Integration: The program's annual student learning assessment located in Campus Labs will be shown in this section as part of the self-study set up process (no program action required). The program provides a summary narrative describing its historical self-evaluation activity, what it learned over time, and its related continuous improvement activity.

Figure 1P2-3

Sharing continuous improvement information reinforces the organizational learning procedure. The assessment plans can be shared across campus and program reviews shared among faculty in their schools. Faculty from Albany County and Cheyenne campuses can collaborate in the online plans and program reviews. The best practices identified by annual assessment review teams and program review teams will be shared campus-wide. The reports generated to show assessment and program review output are to be shared among the Board of Trustees and campus employees. The reporting tools in Aquila software provide analytic capacity for programs, schools, and the Institution to learn about themselves more systematically. The option of using online methods for sharing the planning sections of learning assessment plans with students is being explored with Campus Labs staff.

Integration of planning, and project management (systems thinking) comprise the third clustering of activity. The Campus Labs software enables the College to make online relationships among its planning levels and to develop reports showing the distribution of human effort over time. For example, this fall, programs will begin to relate their assessment plans to strategies listed in the LCCC Strategic Plan 2013-2020. Programs undergoing program review are required to relate each of their action plan goals to the

strategic planning strategies they support. In addition, all program assessment outcomes (learning competencies and organizational effectiveness outcomes) display in the appropriate program review self-studies, giving them broader, high-stakes exposure to reviewers. This means that annual operational planning is considered alongside five-year action goals to encourage incremental annual planning for attaining long-term action goals. In addition, two separate sets of review groups scrutinize annual learning assessment planning: the annual review teams and the program review team. The reviewing supports the organizational learning procedure.

The Institution is also moving toward the comprehensive use of project management principles and is completing its first project management manual that will guide campus projects such as AQIP action projects and the College's annual Innovation Funds Award projects. These are to be integrated into LCCC's Aquila continuous improvement technology infrastructure for linking to associated assessment

LCCC's comprehensive continuous improvement process is designed to strengthen program resiliency and add to the Institution's sustainability over time. Adaptive capacity and emphasis on collaborative networking are just two resiliency characteristics that are encouraged. The system's program review template closely aligns with AQIP guidelines for process, results and improvements. The process responds directly to concerns raised by the 2011 Systems Appraisal Feedback Report and the 2012 Quality Check-Up Report that called for LCCC to develop a systematic approach for continuous improvement of student learning and operational effectiveness. Next year the Institution expands its continuous improvement process to include non-academic programs. For example, it has posted an action project to AQIP'S projects site for Developing a Non-Academic Program Review Process.

Determining program outcomes (4.B.4)
As part of the program development and approval process, faculty establish program learning outcomes. The process for determining these outcomes and the parties involved in setting them varies by program. Typically, outcomes are based on the requirements of accrediting bodies (or associated certification exams), standards of professional organizations, needs identified by the industry, and the needs of transfer institutions, particularly the University of Wyoming (UW). Input is solicited from faculty, school deans, department chairs, and program advisory committees (when applicable) that include members of the local community. All new programs and existing program modifications are vetted through the cross-campus Academic Standards committee. This committee has the authority to approve and/or to request revision of all programs. It is through the substantial participation of faculty and the other constituencies mentioned above that learning outcomes and assessment thereof are determined (4.B.4).

The College's continuous improvement process includes annual student learning assessment that uses best practices for assessment (referenced AAHE, Banta, and Suskie in preceding section). Programs verify the relevancy of their outcomes in this testing environment and alter them to more closely relate to stakeholder needs. Programs do this again in a more comprehensive manner when undergoing program review. Programs use program review to adjust and/or add program level learning outcomes based on the discovery made during their self-evaluation exercises. As mentioned above, campus faculty are heavily involved in managing the annual assessment and program review processes, including writing self-studies, participating on review teams, and providing focus group feedback to the Office of Institutional Effectiveness during its annual investigation of assessment and program review for improvement (4.B.4).

Articulating the purposes, content, and level of achievement of the outcomes (4.B.1)
The College articulates its purposes, content, and level of outcomes achievement within its student learning outcomes assessment process. Through Aquila, faculty describe the planning context of their programs' competencies, define their program learning competencies/outcomes, explain student learning preparation strategies, present the method of learning evaluation, and state the expected student learning performance. The template offers a "Help" feature that shows the Institution's quality expectations (standards) for each of the six assessment planning sections and gives examples. The outcomes

descriptions are peer-reviewed based on these quality expectations. This enables the Institution to assure the quality of all program outcomes descriptions (4.B.1, 4.B.2).

Ensuring the outcomes remain relevant and aligned with student, workplace, and societal needs (3.B.4)

LCCC uses its process for academic program review to ensure program outcomes are aligned with student, workplace, and societal needs. The online program review template includes a section for faculty to discuss student and stakeholder needs.

Program self-evaluations include examining program outcomes based on current research, input from advisory boards, clinical facilities, state boards, LCCC Board of Trustees, national competencies, program reports, text plans, and other partnering criteria.

The Institution's program review guidelines ask programs to provide specific instances of curriculum changes made based on this stakeholder feedback. Some examples of stakeholders include: students, employers, clinical supervisors, advisory groups, program accreditation teams, state agencies, and secondary teachers in dual enrollment experiences (3.B.4).

Designing, aligning, and delivering co-curricular activities to support learning (3.E.1, 4.B.2)

The College also uses its program review process to evaluate programs' alignment of co-curricular activities. For example, LCCC's assumed practices for program review include: "*Programs explicitly align co-curricular experiences with specified learning competencies.*" LCCC's online annual assessment planning template includes a quality expectation for programs to describe how their co-curricular activities support the student learning preparation strategies. Programs are expected to perform up to these institutional standards (3.E.1). Some programs involve their students in clubs that are supported by their respective professional organizations or societies. Membership in these clubs enhances student learning by involving students in professional groups they will be a part of in their future careers.

The College has a co-curricular activity approval process that requires all co-curricular activities at LCCC to define learning outcomes for the activity that bear a clearly-articulated connection to the institutional competencies. This process also specifies that the institutional rubrics be used in conjunction with other assessment methods (surveys, card swipes, anecdotal comments) to evaluate the activity (4.B.2).

Selecting tools/methods/instruments used to assess attainment of program learning outcomes (4.B.2)

LCCC uses a common learning assessment plan template that requires faculty to select evaluation methods for assessing learning (see Figure 1P2-3). The Institution also requires faculty to use common section assessment method/tools for measuring the student learning of institutional learning competencies in general education courses. The College articulates its quality expectations for measurement of student learning in its quality assurance rubric, described above and in Figure 1P2-1 (4.B.2). The College's Aquila online process manages faculty members' outcomes assessment activity.

Assessing program learning outcomes (4.B.1, 4.B.2, 4.B.4)

The institution uses its continuous improvement process that includes the Aquila evaluative capacity to manage the assessment of program learning outcomes. This process is described above in the first section on alignment of program outcomes to the mission. Faculty enter the online Aquila environment to manage their program level assessment of learning competencies (outcomes) (4.B.1, 4.B.2, 4.B.4). Each year all program assessment plans are peer-reviewed, and they are displayed in program review self-studies for a secondary review and expanded visibility. The reviews begin in spring 2015. Starting in 2015-16, Aquila reports will display improvements for student learning based on assessment activity.

Currently, faculty in the Health Sciences School primarily provides regular reports on assessment results and planned improvements. Programs with certification exams, such as Automotive Technology, regularly gather and analyze program assessment information as well. Faculty assess outcomes by gathering data from state and federal boards, student course evaluations, readiness exams, clinical evaluations, employment evaluations, satisfaction surveys, and other program effectiveness data (4.B.1, 4.B.2). LCCC has achieved a remarkable amount of capacity building in the last two years to start up broad-based assessment activity, but it has not yet matured to the level of comprehensive use of assessment results to make program improvements. The College foresees this emerging as its peer-review activity begins in spring 2015 and after two annual cycles of data collection and analysis are completed with reinforcement by the integrated program review process.

1R2 What are the results for determining if students possess the knowledge, skills, and abilities that are expected in programs?

Outcomes/measures tracked and tools utilized
Programs at LCCC track the proficiency levels of their students on knowledge, skills, and abilities expected to be developed in the academic programs. Program competencies and their sub-criteria serve as the measures for determining proficiency of students. Programs use a variety of assessments and tools to measure student proficiency. For example in the College's Automotive and Diesel Technology programs have aligned their program outcomes with the Automotive Service Excellence (ASE) certification standards, and has implemented the ASE student certification tests to determine proficiency on specific learning outcomes. In addition, the College's Nursing program has outcomes aligned with the accreditation standards of the Accreditation Commission for Education in Nursing (ACEN) and uses summative results for licensure (e.g., NCLEX) as indicators of student proficiency on program outcomes.

Overall levels of deployment of assessment processes within the institution
The assessments used are deployed over a wide range of classes throughout a given program, and in some cases at the culmination of the program. These assessments are both formative and summative in nature. Student success in a given competency is also evaluated through success on state and national boards. Further, some programs utilize employer surveys to allow for follow up related to student success after being placed in the workforce.

Over the last four years, the Institution has realized uneven deployment of assessment processes for program level outcomes. Although its specially accredited programs have consistently conducted a strong level of student learning assessment for program improvement, the rest of the Institution is just beginning to develop a critical mass of activity for fall 2014. Several initiatives that the Institution implemented during 2013-2014 are now combining to form momentum. The combined spring 2014 efforts of the SLA Subcommittee, faculty leaders, Learning Technologies, and Institutional Research (IR), established a structure within the LMS to house evidence of student learning. Several faculty members participated in the entry of student learning performances using common course section assessments (see 1P1). With its first full year of operation, the new Office of Institutional Effectiveness has added momentum to the deployment of a comprehensive continuous improvement process that involves all academic programs. It expands to include non-academic programs during 2014-2015. Institutional policy and procedure development (e.g., upgrading Academic Standards policy and developing a Program Review policy) added the formal aspects to the continuous improvement process in 2014.

Summary results of assessments (include tables and figures when possible)
Figure 1R2-1 below illustrates a sample of Automotive and Diesel Technology students' performance on the ASE certification within specific competency areas. Figure 1R2-2 provides the pass rates of LCCC's health science program graduates on national licensure exams that are aligned to program learning competencies for their respective programs.

Figure 1R2-1: ASE Electrical Test – Average Pre-Test Scores, Fall 2014		
Test Component	Automotive Technology Students	Diesel Technology Students
General Electric	75.0%	50.0%
Battery	73.3%	54.2%
Starting	53.3%	37.5%
Charging	73.3%	51.7%
Lighting	83.3%	33.3%
Gauges	72.2%	45.8%

Figure 1R2-1

Figure 1R2-2: Health Science Graduates Licensure/Certification Rates, 2012-13			
Licensure/Certification Exam	# attempting	# passing	Rate
NCLEX-Registered Nurse	75	69	92%
NCLEX-Practical Nurse	37	36	97%
National Board for Surgical Technology and Surgical Assisting	5	5	100%
Federation on State Boards of Physical Therapy (FSBPT)	12	11	92%
American Registry of Radiologic Technology	12	12	100%
American Registry for Diagnostic Medical Sonography – Sonography Principals and Instrumentation	8	8	100%
National Board Dental Hygiene Examination	17	17	100%
National Registry of EMT-Paramedic	10	10	100%

Figure 1R2-2

Comparison of results with internal targets and external benchmarks

At this juncture, the best comparator results for achievement of proficiency on program competencies exist within the College's health science programs. Programs such as the Automotive and Diesel Technology programs are establishing internal baseline data from the implementation of the ASE certification exams, and because these are nationally normed instruments, external benchmarks will be available in coming years. Many programs at LCCC are similarly situated to these two programs.

Interpretation of assessment results and insights gained

Overall, the College has performed well in its health sciences programs. Across those programs that have comparative data on licensure pass rates, LCCC consistently exceed national average pass rates. For the majority of the other programs at LCCC, they are simply too early in the establishment of authentic assessments for gathering student learning data on the achievement of program outcomes.

> **1I2** Based on 1R2, what improvements have been implemented or will be implemented in the next one to three years? (**4.B.3**)

The LCCC continuous improvement process contains expectations for all certificate and degree programs to complete program-level assessment plans that include at least two learning competencies and two organizational effectiveness competencies. In fall 2015, these same programs are scheduled to report data results and related improvements on these outcomes according to their fall 2014 planning. In addition, programs will report improvements based on their assessment planning and feedback from peer reviewers provided in spring 2015.

In spring 2015, ten academic programs will complete their program reviews and about twelve more programs will be scheduled to undergo program review in 2015-2016. As a result of the 2014-2015 AQIP action project for developing a non-academic program review process, a group of these programs will undergo program review in 2015-2016. In Aquila faculty will comprehensively report their first cycle of program level student learning improvements based on 2014-2015 assessment data in fall 2015. Reports will show improvement activity for all degree and certificate programs (4.B.3).

Based on external feedback from AQIP (the 2011 Appraisal Feedback Report and the 2012 Quality Check-Up Report), LCCC has made several improvements in its continuous improvement capacity. These include:

- Hired an AVP of Institutional Effectiveness and created the Office of Institutional Effectiveness, in part, to oversee the annual learning assessment process, the program review process, and AQIP continuous improvement activity.
- Purchased and operationalized new Campus Labs software to manage online student learning assessment and program review process.
- Solicited the Student Learning Assessment subcommittee to oversee and complete faculty formation of student learning rubrics used for faculty scoring of student performance on the Institutional Learning Competencies.
- Developed the first LCCC data report (pilot) on each of its four institutional competencies (using nine rubrics).
- Developed and approved a new program review policy and procedure.
- Operationalized the annual student learning assessment planning process for all certificate and degree programs with a scheduled completion date for planning in mid-January 2015.
- Operationalized a campus-wide program review process for ten programs for 2014-2015. Student learning assessment is a primary feature of the self-study organization.

Academic Program Design

> **1P3** Academic Program Design focuses on developing and revising programs to meet stakeholders' needs. Describe the processes for ensuring new and current programs meet the needs of the institution and its diverse stakeholders. This includes, but is not limited to, descriptions of key processes for:

Identifying student stakeholder groups and determining their educational needs (1.C.1, 1.C.2)

LCCC recognizes it has three distinct groups of student stakeholders. These include prospective students, current students, and students who have recently left the institution (e.g., alumni). The College also recognizes that within these groups exist other sub-groups of students (e.g., different high schools, differing educational goals, LCCC student clubs and organizations, disabled students, non-traditional students, transfer students to particular program at a partner university, etc.). The process through which the College identifies and engages with these sub-groups of students varies widely, but many center on engaged communications (partnerships and meetings), information gathering (surveys and evaluations), data analysis and outreach. Figure 1P3-1 illustrates the primary student stakeholder groups, their expectations, and the processes the College utilizes to determine their educational needs.

As the community's college, LCCC also aspires to have its student body representative of the community's demographic makeup, and therefor seeks to use processes and deploy activities ensuring the diversity of the community is reflected at the institution. For example, the College has recently increased its efforts towards engaging the growing Hispanic population in its service area. It has done this by seeking Spanish-speaking candidates for its admission's personnel, through purposeful outreach into Hispanic neighborhoods, schools, and employers (1.C.2).

In addition to seeking diversity within its student body, the College also believes it helps develop students to succeed in a growingly diverse, global, multicultural society. Referenced previously, the institution addresses this through the design of its institutional competencies and general education program, specifically within the domain of human culture (1.C.1).

Figure 1P3-1: LCCC Student Stakeholder Groups		
Student Sub-Groups	**Stakeholder Expectations**	**Methods to Determine Stakeholder Needs**
Credential-Seeking: Transfer	Clear articulated pathways for transfer of programs, as well as courses, to partnering institutions, as well as support services and effective systems to aid in preparing for and successfully transferring to partner institutions.	Program-level direct assessment (AA and AS degree programs); Graduating Student Exit Survey; Student Engagement Surveys (CCSSE, SENSE, etc.); Alumni Survey; Student Course Evaluations; and Policy-Process for Complaints and Grievances.
Credential-Seeking: Career	Programming and courses that are directly aligned to and prepare students to secure living-wage occupations as well as assistance in preparing for and seeking employment opportunities upon completion of a credential.	Program-level direct assessment (Health Sciences, Automotive, etc.); Graduating Student Exit Survey; Student Engagement Surveys (CCSSE, SENSE, etc.); Student Course Evaluations; Alumni Survey; Policy-Process for Complaints and Grievances.
Lifelong Learning: Professional	Courses, programs and services developed and delivered to provide affordable, flexible, learning opportunities to advance professionally.	Employer/employee focus groups; one-on-one discussions; student class evaluations; pre and post surveys; partnerships with business organizations (e.g., chamber of commerce), data sources such as O*Net/BLS, DWS's on-line data sources and industry relevant sources.
Lifelong Learning: Enrichment	Availability of a diverse and affordable series of course and learning opportunities to provide personal life enrichment through education.	Tri-annual community survey cards; student class evaluations; student one-on-one discussions; and partnerships with community-based organizations.
Future: Early College (Dual & Concurrent Enrollment)	Opportunities to earn college credits while still enrolled in high school through courses that lead to the same learning outcomes and delivered with the same quality as those offered directly by the College.	Transitional (secondary to postsecondary) Advising Services; Informational sessions; Career Fairs; Annual survey of "one-year-out" graduates and survey of "four-year-out" graduates every three years; Monthly high school visits; and Student and parent meetings and activities (e.g., GEAR UP).
Future: Prospective Students	Opportunities to become aware of educational programs and services provided by LCCC, along with the systems and personnel qualified to assist in accessing these.	Admission Tours; New Student Orientations; Transitional (secondary to postsecondary) Advising Services; College fairs and regional recruitment trips; Monthly workshops for high school students on the LCCC campus; and frequent parent meetings.

Figure 1P3-1

Identifying other key stakeholder groups and determining their needs (1.C.1, 1.C.2)
LCCC currently recognizes three major groups of other key stakeholders. These include other educational entities, the external community, and governmental entities as well as their respective sub-groups. The process through which the College identifies and engages with these sub-groups varies widely, but many center on engaged communications (partnerships and meetings), information gathering (surveys and evaluations), data analysis and outreach. These stakeholder groups are also involved in environmental scanning occurring as part of the strategic planning process of the College (described in in 4P2). Figure 1P3-2 illustrates the other key stakeholder groups, their expectations, and the processes the College utilizes to determine their needs. The College engages with external stakeholders to support cultural diversity. For example, the College hosts the annual Wyoming Latina Youth Conference, co-sponsored by the WY Department of Education, drawing 200 plus participants. The College's English as a Second Language (ESL) program instructs adult Spanish-speaking residents, such as Somali immigrants in southeast Wyoming, to develop language skills and cultural knowledge. Some ESL instructors visit local businesses, such as Searing, to teach Spanish to English language skills to employees on site (1.C.1, 1.C.2).

Figure 1P3-2: LCCC External Key Stakeholders		
Educational Entities	**Stakeholder Expectations**	**Methods to Determine Stakeholder Needs**
Transfer Institutions (Four-Year Colleges and Universities)	Transfer students will demonstrate the abilities and competencies appropriate for the coursework and/or programs they are transferring in, as well as performing in their studies at the same level as native university students.	Annual articulation meetings with community colleges and the University of Wyoming; formal articulation agreements with partner transfer institutions; ongoing evaluation of transfer student success (KPIs); and bi-annual articulation meetings and most recently program specific curriculum crosswalks.
K-12 Secondary Institutions	Curricula will be appropriately aligned to ensure seamless transition for high school graduates who enroll at the College, as well as opportunities for high school students to engage in early college activities (dual enrollment). LCCC faculty and staff will be active partners to accomplish this.	Faculty collaboration (LCCC and local school districts) on professional development activities; curriculum alignment meetings between LCCC faculty and local school personnel; GEAR UP and transitional advising programs in the K12 schools; concurrent enrollment course articulation meetings between LCCC faculty and K12 teachers; one-on-one meetings; and various data sources (e.g., ACT test scores, enrollment and persistence, and other KPIs).
Accreditation Bodies	LCCC meets and maintains standards for accreditation, assumed practices, and compliance with Federal regulations.	Program Compliance Documents for Standards; AQIP Systems Portfolio and Appraisal Report; AQIP Action Projects Feedback; Program accreditation site team reports; and annual accreditation and substantive change reports
External Community	**Stakeholder Expectations**	**Methods to Determine Stakeholder Needs**
Employers	LCCC is preparing individuals in adequate numbers and of appropriate abilities/competencies to succeed in the workplace. The College should be responsive to current and emerging needs of employers within its service area.	Active collaboration with industry to meet their workforce training needs; Program advisory boards; Focus groups; Employer surveys; Various types of structured needs assessments; One-on-one meetings; Meetings with and representation on business organizations (e.g., chamber of commerce); Data gathered from sources such as the Wyoming Department of Workforce Services, O*Net, BLS; Feedback from formal educational partnership agreements (e.g., clinical and internship site agreements).
Community-Based Organizations	Engaged and active partnerships where appropriate for the College to assist in the development of the community and/or service area LCCC is responsible for serving.	Active membership and participation in boards of directors, advisory boards, committees, or other events sponsored by the CBO; Government based activities such as Wyoming Department of Workforce Services job fairs, conferences etc.
Citizens, Community Leaders and Taxpayers	Opportunities to participate in and be aware of the major initiatives and plans developed and maintained by the College. Also adequate access to events and venues offered by the College. Finally, taxpayers should expect transparent reporting of the effective use of tax resources provided to the College.	Board of Trustees meetings which include public comment and participation; Feedback forms LCCC website; Community-wide mailings of events schedules, Talon magazine, annual report, etc.; Wyoming Public Records and Open Meeting laws compliance; and Annual audit; KPIs and institutional report card.

Donors	Their support of the College, predominantly through financial giving, is being put to the intended use behind the gift and is making a difference in helping LCCC, and its students in attaining their goals.	Informal and formal events and meetings designed to engage with current and potential donors; Donor dinners and lunches; Gift agreements and monitoring to ensure donor's gifts are being used in the manner of which was their intention when they gave; Annual audit; and Donor letters and surveys.
LCCC Foundation	The College will provide opportunities for the Foundation to be engaged in setting the future plans and goals of the College. That they are provided information to create awareness among current and potential donors of the priority areas needed external assistance (e.g., private gifts) so the College, and its students can succeed.	Informational meetings; President and three members of the Board of Trustees service as ex-officio members on the LCCC Foundation Board; Current operating agreement; Annual development priorities process to jointly develop and community philanthropy needs of the College; and Events to encourage financial commitments to the College by private donors, corporations and organizations to meet the current needs of the college and students.
Government Entities	**Stakeholder Expectations**	**Methods to Determine Stakeholder Needs**
State Elected Officials (e.g., Legislators) and Governmental Agencies (Federal and State)	Participation in guiding and responding to state legislation and priorities relevant to higher education, as well as effective and efficient use of state resources provided to the College for its operations.	Meetings with legislative delegation prior to the start of legislative sessions; Other meetings; One-on-one meetings; Participation in the legislative process, including testifying during committee meetings; KPIs and annual institutional report card; Annual financial and program-specific audits; and Compliance reporting.
Wyoming CC Commission	The College will serve as a full partner in the WCCC's work devoted to coordinating the seven community colleges in Wyoming. This means participation in the WCCC's council structure, following WCCC rules and regulations, aiding in WCCC initiatives and strategic planning, as well as assisting in the overall advocacy of the community colleges to the state.	Active attendance and participation in regular WCCC meetings; Regular reporting requirements (e.g., enrollment, performance indicator, etc.); Active participation in various WCCC councils (e.g., academic affairs, student affairs, administrative services, etc.); One-on-one meetings with WCCC commissioner; and Compliance with WCCC rules and procedures.

Figure 1P3-2

Developing and improving responsive programming to meet all stakeholders' needs (1.C.1, 1.C.2)

Administrative policy and procedure provides guidance for the structure and expectations of its academic programming. Policy 2.1 and Procedure 2.1P identify the types and parameters of its credential program, and Policy 2.2 and Procedure 2.2P outline the expectation for general education at LCCC. Mentioned previously, the common institutional competencies and their connection to general education, especially the competency of Human Culture, aids the Institution in addressing its role in a multicultural society (1.C.1). Given the guidance in the aforementioned policies and procedures, LCCC employs two primary processes for developing and improving programming to meet stakeholder's expectations and needs. The first is the process of program development and the second is the process of academic program review.

Policy 6130, LCCC's current program development policy, guide's the College actions to ensure its programming responds to the needs of the community in a timely fashion through the initiation, approval, and/or revision of new or existing programs. The process includes the establishment of focus groups or interim advisory committees, the establishment of a program's ongoing advisory committee, and the use of other feedback mechanisms (e.g., surveys, data analysis, etc.) to gather information about stakeholder

needs and expectations. This process also requires the adherence to the Wyoming Community College Commission (WCCC) program criteria. The WCCC has statutory responsibility for approving all programs at Wyoming community colleges. The WCCC ensures that new programs are aligned with the interests of the state of Wyoming and their criteria include the expectation for identifying evidence that the proposed program will meet key stakeholder needs as well as ensuring accessibility and opportunity for involvement by a diversity of the community's repetitive populations (1.C.2).

The process through which the College improves programs and ensures they remain aligned with the needs of the community and the College's stakeholders is through academic program review (described previously). Embedded within this process are a variety of elements that assess for and validate how effectively the College's programs are meeting stakeholder needs. These include the consideration of feedback from program advisory boards, program-specific accreditation results, and current outcomes on KPIs and their measures, which assess alignment with stakeholder needs (e.g., job placements, transfer rates, remediation rates, etc.).

For example, under the knowledge distribution section of the program review process, it is assumed that the program sustains currency in its curriculum by aligning with professional discipline standards or best practices and regularly responding to student and employer needs. Course sequencing aligns with a logical scaling up of competency development. The program maintains current documentation of faculty members' syllabi, which include a listing of course-based student learning competencies. The program faculty members meet routinely to discuss the curriculum, and the program shares knowledge of the curriculum and its development with all faculty members, including adjunct instructors.

Selecting the tools/methods/instruments used to assess the currency and effectiveness of academic programs

The process through which the College determines how it assesses the currency and effectiveness of its academic programs is based on collaboration with key stockholders. Utilizing existing partnerships and mechanisms for engagement (many described above in the stakeholder tables), LCCC and its stakeholder groups collaborate to identify tools and methods to evaluate the relevancy and effectiveness of academic programs. For example the College utilizes the partnership with its university stakeholders, especially the University of Wyoming (UW), to establish venues for collaborative review of course and program alignment based on course outcomes/competencies, curriculum mapping and sequencing, etc. LCCC faculty review course content yearly during the annual course and program articulation meetings with UW's colleges and schools. Likewise, the College's program-specific advisory boards meet on a frequent basis, at which they review curricula, assess program effectiveness, and provide feedback for planned changes or improvements. Through these and other engagements with stakeholders, including students, the mechanisms and measures through which the College reviews and plans improvements in its academic programs are accomplished.

Last, the program review process of the College assumes programs develop and sustain positive interactions with their professional academic discipline-based associations and/or industry-affiliated associations. Programs have faculty members who attend conferences, regularly use written and online association resources, or interact with advisory boards in order to learn current standards affecting student learning competencies, to become aware of job market forecasts, or to grasp new developments.

Program review also requires that programs regularly use feedback information from its internal and external stakeholders to develop and improve/change curriculum. Programs describe their process for using its stakeholders' feedback to make adjustments in its curriculum, e.g., assigns a committee or uses a retreat to structure improvements based on feedback. Programs must provide specific instances of curriculum changes made based on this feedback.

Reviewing the viability of courses and programs and changing or discontinuing when necessary (4.A.1)

LCCC is building assessment capacity in several ways. First, the College's Academic Program Review process (see Academic Program Review procedure discussed above and in 1P2) is modeled after the AQIP framework of process, improvements and results, while using a continuous improvement cycle that includes assessment, planning, improvements, and evaluation. LCCC operates an annual program review process that evaluates one-fifth of total academic programs each year (4.A.1). The process utilizes both qualitative analysis of the program's design (competencies, curriculum, etc.) but also includes metrics that are part of the program analysis system (which includes more than 20 measures of effectiveness and efficiency) to determine viability of program outputs.

The review process includes an institutional quality assurance rubric that reviewers use to rate programs' performance levels on over forty characteristics including KPIs directly related to program demand and viability. For example, course enrollment, completion rates, persistence, credentials earned, transfer, job placement, and more are analyzed, and program curriculum course mapping is an expectation. Program faculty are required to submit follow-up reports for those program review sections that reviewers rate as below the Institution's assumed practices level. In addition, the program review process includes capacity for internal program reviewers and program faculty to form online dialogue about program and course quality/viability. These data and this process contribute to decision making for program and course sustainability.

In addition, program level student learning competencies and organizational effectiveness outcomes are peer-reviewed annually for effectiveness and to guide improvement initiatives as part of the LCCC continuous improvement process. This ensures that more micro-level analysis of course relevancy occurs more frequently in addition to the comprehensive five-year review cycle.

In the event of the need to discontinue a program, the College has followed a consistent, yet undocumented process. LCCC is currently developing a procedure for course and program termination to help rectify this (see Improvement section below).

1R3 What are the results for determining if programs are current and meet the needs of the institution's diverse stakeholders?

Outcomes/measures tracked and tools utilized

LCCC has developed an annual program analysis and ranking system (referenced above) to determine the current health of the institution's academic programs. The program analysis and ranking system is designed to measure the relative performance of LCCC's programs of study and is a central aspect to the program review process of the College. Twenty-five measures in four key performance areas have been identified for programs of study. Most of these measures can be linked to the College's system of KPIs. All twenty-five measures are agreed upon indicators of how effectively and efficiently academic programs are currently meeting the needs of its stakeholders. Figure 1R3-1 illustrates these measures.

A.1 Annual FTE (KPI A.1.a)	A.3 Number of "concentrators" enrolled
B. Success	
B.2 Graduation rate for "concentrators" (KPI A.4)	B.7 In-field job placement rate (KPI D.3)

Figure 1R3-1: Program Analysis System Categories and Indicators	
B.4 Number of "concentrators" matriculating to university (KPI C.3)	B.9 Achievement of program competencies (KPI A.5)
B.5 University matriculation rate (KPI C.3)	B.10 Achievement of course competencies (KPI A.5)
C. Learning Environment	
C.1 Percent of sections taught by full-time faculty (KPI F.3.a)	C.3-7 CCSSE benchmark ratings (KPI I.2.a – KPI I.2.e)
C.2 FTE student to FTE faculty ratio (KPI F.2)	
D. Efficiency	
D.1 Average credits to completion (KPI F.1.a)	D.3 Average section fill rate (KPI F.4)
D.2 Average time to completion (KPI F.1.b)	D.4 Core expenditures per FTE (KPI G.1)

Figure 1R3-1

Summary results of assessments (include tables and figures when possible)

In academic year 2013-2014, the College conducted the program analysis system on all of its academic programs based on the measures indicated above using data from the previous year. A sample of results of the 2012-2013 analysis that were shared with the institution are included in Figure 1R3-2 below. The analysis and ranking results have informed prioritization of programs to be reviewed using the new academic program review process beginning in the current year. Behind each aggregate score is detailed program analysis based on these measures. A sample of a complete program analysis is provided in Figure 1R3-3 below.

Figure 1R3-2: Program Analysis and Ranking Results					
Program group	**School**	**Total**	**Total Possible**	**% of possible**	**Percentile Rank**
Education	A&H	112	120	93.33%	100
Nursing	HSW	116	130	89.23%	98
Physical Therapist Assistant	HSW	105	130	80.77%	96
Agriculture	BATS	100	140	71.43%	78
Business Administration	BATS	100	140	71.43%	78
Equine Studies	BATS	100	140	71.43%	78
English	A&H	91	140	65.00%	59
Government Studies	M&S	91	140	65.00%	59
Mathematics	M&S	90	140	64.29%	57
Business Management	BATS	69	120	57.50%	37
Paralegal	M&S	69	120	57.50%	37
General Studies		80	140	57.14%	35
General Studies in Social Sciences	M&S	71	140	50.71%	20
Customer Service	BATS	56	120	46.67%	18
Chemistry	M&S	62	140	44.29%	16

Figure 1R3-2

Comparison of results with internal targets and external benchmarks

Program analysis data are connected to the College's KPIs. The calculation of KPIs and their accompanying measures included the analysis of both internal and external benchmarks. Current results on KPI measures are benchmarked against internal baselines such as the highest (max), lowest (min), and average (mean) performance of the institution on that measure, as well as national benchmarks from national studies (e.g., National Community College Benchmarking Project) as available. Because of the comprehensive nature of the program analysis system, and with the limitations for space within this document, it is difficult to share all of the benchmark comparisons for each program. However, as one might imagine, the program analysis process has demonstrated LCCC has programs that exceed both internal and external benchmarks on certain measures as well as programs that fall well below.

Figure 1R3-3: Complete Program Analysis				
Sample Program			**Result**	**Score**
Participation	A.1 Annual FTE (KPI A.1.b)	2013-14	351	4
		3yr average	345.22	3
	A.2 Number of "participants" enrolled (KPI A.1.a)	2013-14	920	3
		3yr average	914.33	4
	A.3 Number of "concentrators" enrolled	2013-14	21	3
		3yr average	19.67	4
			Average Score	**4**
Success	B.1 Course success rate (KPI A.7)	2013-14	66.34%	2
		3yr average	64.21%	2
	B.2 Graduation rate for "concentrators" (KPI A.4)	2013-14	60%	1
		3yr average	66.44%	2
	B.3 Number of Associates and workforce degrees/certificates awarded (KPI C.2.a, D.2.a)	2013-14	21	5
		3yr average	16.33	2
	B.4 Number of "concentrators" matriculating to university (KPI C.3)	2013-14	8	3
		3yr average	8	1
	B.5 University matriculation rate (KPI C.3)	2013-14	40.00%	1
		3yr average	47.24%	1
	B.6 Number of in-field job placements (KPI D.3)	2013-14		
		3yr average		
	B.7 In-field job placement rate (KPI D.3)	2013-14		
		3yr average		
	B.8 Licensure/certification pass rate (KPI D.5)	2013-14		
		3yr average		
	B.9 Achievement of program competencies (KPI A.5)	2013-14		
		3yr average		
	B.10 Achievement of course competencies (KPI A.5)	2013-14		
		3yr average		
			Average Score	**2**
Learning Environment	C.1 Percent of sections taught by full-time faculty (KPI F.3.a)	2013-14	71.67%	4
		3yr average	60.51%	2
	C.2 FTE student to FTE faculty ratio (KPI F.2)	2013-14	25.92%	3
		3yr average	27.24%	5
	C.3-7 CCSSE benchmark ratings (KPI I.2.a – KPI I.2.e)	2013-14		
		3yr average		
			Average Score	**3.5**
Efficiency	D.1 Average credits to completion (KPI F.1.a)	2013-14	4.86	3
		3yr average	5.15	1
	D.2 Average time to completion (KPI F.1.b)	2013-14	59.52	4
		3yr average	57.15	5
	D.3 Average section fill rate (KPI F.4)	2013-14	72.19%	1
		3yr average	74.44%	4
	D.4 Core expenditures per FTE (KPI G.1)	2013-14	$1,060.42	3
		3yr average	$1,072.68	5
			Average Score	**3.25**

Figure 1R3-3

For example, the College's nursing program is measured on the rate at which students pass their licensure exam (B.8 in the program analysis system or KPI D.5). Historically LCCC's nursing program has surpassed national benchmarks on both the practical nursing and registered nursing tests as Figure 1R3-4 shows.

Figure 1R3-4: Pass Rates, LCCC Nursing		
Licensure Exams	Practical Nurse	Registered Nurse
LCCC	97%	89%
National	84%	84%

Figure 1R3-4

Interpretation of results and insights gained

Two things became evident to the College during the first rollout of the program analysis system. The first is that the system still has room for improvement. For example, missing measures (because of lack of historical data collection or pending methodology) or data sources with limitations have left some gaps in the model's outputs.

The second insight into the results though is that LCCC's programs range widely from very effective to underperforming. The College has used the ranking analysis to aid in the prioritization of programs slated for program review, placing an emphasis on reviewing those who are performing best (in an effort to document institutionally what is working) and those who are underperforming (in an effort to improve areas with the greatest opportunity for improvement). In addition, general themes of program performance have also been identified, such as issues with program completion and transfer success. In examining the programs that do well on these measures they appear to have well documented, structured pathways in the curriculum. This evidence has been important to informing strategic and operational planning that the College is currently deploying.

> **1I3 Based on 1R3, what improvements have been implemented or will be implemented in the next one to three years?**

LCCC is currently undergoing a significant reformation to its academic programming as a result of the analysis of program effectiveness and health. Much of this work is detailed in the College's strategic plan (described in detail in Category 4). Some of the improvements currently underway or planned for the next few years include:

- Development and implementation of updated policies and procedures associated with curriculum development and approval;
- Establishing clear academic pathways based on curriculum designed to help students achieve important learning outcomes and to help them progress through academic milestones and ultimately completion. This work includes completely redesigning our academic programs so that college ready, full-time students would be able to complete certificate programs in one year, and associate degrees in two years;
- Establishing program articulation agreements with four-year institutions that map the entire degree program sequence that illustrates a coherent pathway to a bachelor's degree and guarantees seamless transfer if students adhere to the pathway;
- Implementing *Collegiate Link* from Campus Labs to track student activities events. Over the next few years, the institution plans to monitor and assess campus activities and patterns of student participation;
- Implementing *Baseline* from Campus Labs. Plans are to develop this sophisticated surveying tool for acquiring feedback from our internal and external stakeholders for analysis and explore opportunities for benchmarking with other Campus Labs institutions.

Academic Program Quality

1P4 Academic Program Quality focuses on ensuring quality across all programs, modalities, and locations. Describe the processes for ensuring quality academic programming. This includes, but is not limited to, descriptions of key processes for:

Determining and communicating the preparation required of students for the specific curricula, programs, courses, and learning they will pursue (4.A.4)

LCCC determines preparatory requirements for students at three levels within its educational offerings. These include the requirements for entry into college-level coursework (dual credit), the requirements for enrolling in courses that depend upon prerequisite skill, and the requirements for entry into select-admission programs. The College retains authority over establishing all of these requirements regardless of program offerings, modalities and locations of delivery (4.A.4).

Requirements for determining college readiness, or if a student is prepared to enroll in college-level coursework is determined collaboratively amongst the seven community colleges in Wyoming through a committee of the chief academic officers and convenings of faculty from several disciplines. Wyoming has committed that all high school graduates will have taken the ACT therefore, these groups have chosen to use the ACT college readiness benchmarks to determine cut scores for college readiness in disciplines such as English, Math, Reading, and Science. The ACT college readiness benchmarks also are translated into COMPASS score thresholds for students who choose not to provide ACT scores.

Competencies or prior courses required before entry into other coursework dependent on those are determined by faculty at the College. The process they use stems from the broader curriculum mapping, development of program and course competencies (as described above) and articulation with educational partners (as described in 1P3 above). This is done in order to ensure that the prerequisites required for any course do develop the skills needed for success in the relevant courses.

Specific requirements for entry into select-admission programs are determined by program faculty in consultation with external accrediting agencies, advisory boards, employers, and/or other subject matter experts. This process ensures that course-based and discipline-based competencies are identified to inform both preparatory activities prior to application and to determine the likelihood of students' readiness for the program.

LCCC communicates to students requirements for specific curricula, programs, and courses through a variety of mechanisms. The primary mechanism is its catalog, available online, which includes program entrance requirements, course prerequisites and placement policies. Additionally, faculty incorporate course requirements into the course syllabi. Faculty also assist with the advising of declared majors in their area; this process allows faculty to inform students of the curriculum and program requirements. Mandatory advising and orientations assist with communicating program-specific information as well. Finally, limited admission programs have additional mandatory student orientations during which students are provided with information specific to their program of study, program outcomes, requirements, and academic maps that outline curriculum and program outcomes and expectations.

Evaluating and ensuring program rigor for all modalities, locations, consortia, and when offering dual-credit programs (3.A.1, 3.A.3, 4.A.4)

In order to ensure quality across all academic programs at LCCC, the faculty and the administration use a number of processes. Academic Standards is the college committee responsible for curriculum process oversight at all campuses, regardless of the modality. Academic Standards ensures that all curricula at the Institution have been reviewed for consistency, institutional learning outcomes, program level outcomes, and course level outcomes (3.A.3).

LCCC also uses a comprehensive program review process to ensure the quality, stability and overall condition of all academic programs. Quality expectations and evaluation standards are alike for face-to-face, hybrid, and online delivery. The program review process is a five-year cycle, which has been revised to better meet the needs of the Institution. During the review process, programs must provide evidence of continuous improvement in assessment of student learning, program operations, performance of all faculty (full-time and part-time), enrollment, accomplishment or progress to the accomplishment of programmatic goals, program demand based on enrollment trends, availability of jobs, and incorporation of student and stakeholder feedback (3.A.1).

Additionally, LCCC maintains very close relations with community, business, and university partners. These relations allow the College to receive formative and frequent feedback from business community and university partners, as it relates to its graduates. The College also uses the expertise of university partners and the business community in the form of advisory committees. The feedback received from the advisory committees is used to improve the quality of programs (3.A.1). The Center for Secondary Students is pursuing National Alliance of Concurrent Enrollment Partnership (NACEP) accreditation and is closely matching program activity to its standards (4.A.4). Several recent upgrades in data management ensure that consistent content and rigor exists between LCCC on-campus courses and those offered at high schools (3.A.3).

Awarding prior learning and transfer credits (4.A.2, 4.A.3)
Administrative Procedure 3.18P outlines the process for the transfer of credits to LCCC. The College accepts credit from regionally accredited post-secondary institutions in the United States and reviews on a case-by-case basis those credits earned at international institutions. Procedure 3.18P details the academic performance required for credit considerations, the process through which a student applies for such considerations, and the conversion factor for credits coming from institutions using credits other than semester-based. The procedure further outlines the vehicle through which credits from international institutions can be evaluated and the consultative process the Registrar will employ to assist in credit considerations. Finally, Procedure 3.18P details military and "other experience" requirements for credit consideration at LCCC as well as the Credit by Examination options accepted as credit at the College. LCCC uses the recommendation of the American Council of Education to evaluate military students' transcripts. Credit by examination at LCCC can be attained by Advance Placement (AP) testing, the College Level Examination Program (CLEP), and Defense Activity Educational Support (DNATES). All transfer credits accepted by the College are indicated as transfer credits on all student records (4.A.2, 4.A.3).

Selecting, implementing, and maintaining specialized accreditation(s) (4.A.5)
The College believes in the value of specialized program accreditation. The pursuit of accreditation is informed through engagement with external stakeholders (as described in 1P3). Implementing and maintaining specialized accreditation is a priority for the College. It supports this priority through the allocation of resources as part of the budgeting process and its alignment with program review. Accredited programs have Directors whose job responsibilities include maintaining knowledge of specialized accreditation processes and ensuring compliance (4.A.5).

Assessing the level of outcomes attainment by graduates at all levels (3.A.2, 4.A.6)
The College's policy and procedure on degrees and certificates recognizes it has varying purposes and learning expectations for the credentials it awards through its programs of study. For example, the College recognizes transfer-oriented Associates degrees and applied certificates with lesser levels of technical knowledge than the Associate of Applied Science credential. LCCC articulates and differentiates learning goals appropriate for these programs (3.A.2).

LCCC collects student outcomes attainment information through passing rates on certification exams, licensure examinations, employer survey results, transfer data from partner universities, and alumni surveys, which are all components of the College's KPI system (4.A.6). Through the implementation of the new program review process the assessment of programmatic student achievement is becoming systematic.

Selecting the tools/methods/instruments used to assess program rigor across all modalities

LCCC recognizes the importance of the delivery of consistent curriculum regardless of modality. At the course level all sections of the same course have common course competencies and are using a common assessment to determine achievement in the course. The common course assessments are determined through faculty collaboration, are identified on the MCOR, and undergo a rigorous peer review by Academic Standards. At the program level, the program outcomes (as described in 1P2) are determined through the collaboration of program faculty. The processes for program design, development, and review (as described in 1P3) require that faculty collaboratively identify program learning outcomes, and then select the tools through which they all assess student achievement of those outcomes. The quality assurance standards for the annual assessment process state that programs using multiple delivery modalities will describe how assessment practices ensure consistency of rigor and learning outcomes attainment. In addition, assumed practices for program review ensure that the rigor of courses is consistent across modes and time frames, remains consistent within class levels, and increases in complexity from introductory to upper level course work.

At the more summative level, the College utilizes its KPIs and specifically those included in the program analysis system to assess rigor across all modalities. KPIs are described throughout this systems portfolio, and the program analysis system is explained earlier in this Category. LCCC uses the same standards of assessment for all programs across all modalities. It is expected that course outcomes and program outcomes are comparable regardless of delivery modality (e.g., online, face-to-face, at a branch campus, etc.).

1R4 What are the results for determining the quality of academic programs?

Outcomes/measures tracked and tools utilized

The College utilizes competencies and assessment measures across all programs to evaluate student performance. The outcomes and measures tracked include program competencies and course competencies that are assessed via common tools (e.g., a writing sample, a common final, a portfolio, capstone project, juried performance, etc.). For example, ENGL 1010 (English Composition) has a common competency that all students will be able to apply knowledge of audience, purpose, and genre in writing assignments. This common course assessment is used to assess student achievement on this competency in all modalities (face-to-face, online and concurrent enrollment at the high schools in two school districts). LCCC also uses numerous KPIs within the program analysis system (described earlier in this section) to determine the quality and overall efficacy of academic programs.

Summary results of assessments (include tables and figures when possible)

The College has built considerable capacity in this area. LCCC has done considerable work in ensuring that all programs and courses have well-defined and assessable learning outcomes, and faculty are currently well underway for designing common assessments and other tools for determining levels of student achievement on these competencies. The College has prioritized its focus on assessment of the institutional competencies and will employ a similar process at the program and then the course levels.

The assessment of student learning at the course level provides important evidence for assessing the success of instruction across multiple sections of any one course. Faculty teams collaborate on the development of a common assessment and the tool with which the performance will be measured. For

example, one of the course competencies in SPAN 1010 (First Year Spanish I) expects students to *"employ accurate grammar & vocabulary in oral and written formats."* The faculty team has developed a presentational speech, which is assigned in all sections of the course and scored with an identical scoring rubric. The results of the assessment from the spring 2014 semester are indicated in table 1R4-1.

Figure 1R4-1: SPAN 1010, Presentational Speech				
	Excellent	**Good**	**Needs some work**	**Not even close**
Content	46%	40%	0%	14%
Organization	14%	38%	32%	16%
Speaks Clearly	34%	40%	12%	14%
Grammar and Vocabulary	28%	40%	16%	16%
Preparedness	28%	38%	22%	12%

Figure 1R4-1

Sample data from the College's program analysis system are included in Figure 1R4-2 below. They illustrate the matriculation rates to four-year institutions for some of the College's transfer degree (AA and AS) programs.

Figure 1R4-2: Students Matriculating to Four Year Institutions				
Transfer Program	**Fall 2009 Cohort**	**Fall 2010 Cohort**	**Fall 2011 Cohort**	**3 Year Average**
Anthropology	100.0%	0.0%	50.0%	50.0%
Art	11.8%	16.7%	26.3%	18.2%
Biology	50.0%	33.3%	75.0%	52.8%
Education	41.7%	30.8%	41.2%	37.9%
General Studies in Arts and Humanities	50.0%	38.5%	42.9%	43.8%
Government Studies	50.0%	33.3%	100.0%	61.1%
Psychology	46.2%	55.6%	40.0%	47.2%

Figure 1R4-2

LCCC also tracks university matriculation and related measures at an institutional level through its KPI system, shown in figure 1R4-3. See Figure 2R2-4 for more detailed information.

Figure 1R4-3: Institutional KPI Measures – 2013-14 Results				
Measure	**Description**	**Current Result**	**Internal Target**	**Bench-mark**
C.3	University Matriculation Rate	30.77%	26.00%	n/a

Figure 1R4-3

Comparison of results with internal targets and external benchmarks
Most of the College's academic programs, especially those undergoing program review using the newly adopted protocol, will be establishing baseline data in the 2014-2015 academic year for student achievement on program competencies. In some instances there are and will be external benchmarks, however the primary focus is on continuous improvement and therefore examination of growth from baseline data will serve as the internal target.

Those KPI measures used in the program analysis system fortunately have both internal institutional targets and in many instances external benchmarks to evaluate program effectiveness. For example, the overall internal benchmark for matriculation rates to four-year institutions is 26% (shown in Figure 1R4-3) and this serves as a guidepost for comparison of individual program measures.

Interpretation of assessment results and insights gained

LCCC is building capacity for more robust, objective analysis of program quality by assessing how effective the institution is in helping students achieve proficiency on program competencies, as well as demonstrating performance on specific indicators of program effectiveness (e.g., in-field job placement, transfer rates and success, etc.). These results and data are in the very early stages, and while some interpretation can be garnered at the program level, most of it is useful at the institutional level. However, the result of the initial run of the program analysis system (see Figure 1R3-2 above) has identified programs that demonstrate solid levels of effectiveness and efficiency, while others have significant room for improvement.

1I4	Based on 1R4, what improvements have been implemented or will be implemented in the next one to three years?

With the 2014-2015 academic year LCCC has implemented a new program review process. The process is being piloted in ten academic programs covering all academic schools at the Institution. The program review process is designed to encourage alignments and integration of needs across campus and with external entities. Internally, the peer review component includes representatives from multiple schools as well as multiple divisions including student services, administration and finance, and the library. Common campus-wide data indicators (KPIs) collectively establish program focus for productivity towards institutional priorities, and alignment with the KPIs is included in the program review process. The program review template uses a planning alignment format that adds visibility to the integration of annual short term planning, such as annual learning assessment, with longer cycle program action planning connected to the KPIs. Additionally, the Student Learning Assessment subcommittee is refining the institutional assessment and student learning assessment plans to ensure alignment between the new program review process and LCCC assessment plans and methods. The revised version clearly outlines assessment of institutional competencies, course level competencies, and program level competencies including direct and indirect methods of assessment.

Academic Student Support

1P5	Academic Student Support focuses on systems designed to help students be successful. Describe the processes for developing and delivering academic support to students. This includes, but is not limited to, descriptions of key processes for:

Identifying underprepared and at-risk students and determining their academic support needs (3.D.1)

LCCC has systematic processes to identify underprepared and at-risk students and to determine their needs. The College requires all students to complete or have placement assessments (ACT, COMPASS are the two main instruments used) in order to be placed into math, writing, and reading courses. The College has a mandatory placement practice to match student skill levels to course levels in these academic areas (3.D.2). The College also has an automatic referral system based on students' voluntary reporting (through the FAFSA) of their status as first-generation/low income to the Sage TRiO Student Support Services program (3.D.1).

Deploying academic support services to help students select and successfully complete courses and programs (3.D.2)

Formal academic support systems are in place including the Student Success Center (multi-subject tutoring), the Writing & Communications Center, the Math Lab, and a tutoring center at the Albany County Campus library. All are available for any student wishing to access their services, and by referral of faculty and advisors, with hours of operation adjusting with higher needs late in the semester. Online access to tutoring is provided through SmartThinking and has been increasingly popular with students.

All services are voluntary, however, and are not specifically embedded as integral or required elements of developmental or other levels of courses at the College (3.D.2).

Holistic Advisors meet with their advisees and work with students and support services to ensure solid connections. Advisors are also connected to each athletic team to ensure the specific challenges student athletes face (specifically, access to resources with their schedules) can be navigated successfully. Students are made aware of the advising process prior to enrolling in the College through the enrollment process, on the website and in print materials, and at orientation.

Ensuring faculty are available for student inquiry (3.C.5)
LCCC Academic Affairs ensures faculty are available for student inquiries by standardizing several practices within faculty job descriptions. For instance, faculty are required to post and maintain office hours and share that information, at a minimum, through a regulated course syllabus provided to all students (3.C.5). Also in the job description, faculty are required to return inquiries and grades in a timely fashion including mid-course grade reporting. Regular communication and feedback are also systemic through the college's learning management platform. Faculty also support student inquiries by expanding availability and offering courses days, evenings, weekends, and on-line when needed.

While the aforementioned are campus-wide practices, each faculty member may also provide additional opportunities for building student support through involvement in student organizations, community and college event participation, and other venues as related to his or her respective program.

Determining and addressing the learning support needs (tutoring, advising, library, laboratories, research, etc.) of students and faculty (3.D.1, 3.D.3, 3.D.4, 3.D.5)
Historically, assessment of the learning support needs of students and faculty has been more reactive than proactive. Data generated through library usage, tutoring statistics, etc. has helped staff build services for the following year well but has the danger of miscalculating needs if there are unknowns in areas of curriculum revisions, changing enrollment patterns, and student demographics (3.D.1). This year, focus groups were conducted through the Student Success Center to understand better what students' satisfaction was with services provided (3.D.3). In the 2013-14 academic year the College made its first moves toward a combined "Learning Commons" that will eventually house all learning support systems such as tutoring, skills labs, and faculty support centers within the library (3.D.4). New leadership for this endeavor is in place as of the start of the 2014-15 year, and the Learning Commons is planned to include more intentional and proactive intervention for student academic support (3.D.5).

The new (as of spring 2014) Holistic Advising Center adds the other level of student academic support needed in terms of the planning, personal support and coaching to ensure students who need services connect with them. This model allows for students to work consistently with the same academic advisor throughout their careers at the College, regardless of how many times they may change their course of study or reset their goals. Advisors will be able to monitor student progress through LCCC's new retention software (Starfish) and act when they see students getting off course. Students will be in contact with their assigned advisors on a continuous basis ensuring that they remain on a path to successful course and program completion.

Ensuring staff members who provide student academic support services are qualified, trained, and supported (3.C.6)
All position descriptions at LCCC designate the minimum and preferred credentials and experience required of applicants. The College is considered one of the better employers in the community and has had good success in attracting very qualified staff. Advisors are required to have a minimum of a bachelor's degree, and currently nearly all have master's degrees. In the skills labs (writing, communication, and math) most tutors are teaching faculty with advanced degrees. Librarians at LCCC are required to have a minimum of a master's degree in their field. Student Success Center tutors are

required to have expertise in the subject area they tutor in, measured through success in courses and college transcripts. Writing Center tutors are generally English faculty (adjunct or full-time) and have master's degrees in English (3.C.6).

In all cases, the processes for ensuring all hires are qualified follow established Human Resources hiring policies and procedures. Once hired, all employees in these areas are evaluated annually. Currently evaluations specifically for quality of tutorial service and success of students receiving tutoring is not a consistent element of employee evaluation, but these elements will be included in new processes being established by a new Director of Learning Commons.

Communicating the availability of academic support services (3.D.2)
Communication of the availability of services and resources involves a multi-pronged system. Each support service has a web page within the College's website containing not only hours of operation but also many resources that can be accessed directly from the page. The College's portal contains additional access points as well as vehicles (email, notice posts, news items, etc.) that are used regularly. Notices are posted physically around campus, including in the residence halls and through social media.

As indicated previously, Holistic Advisors meet with their advisees and work with students and support services to ensure solid connections. Advisors are also connected to each athletic team to ensure that student athletes are able to access resources despite their demanding schedules (3.D.2).

Determining goals for retention, persistence and program completion (4.C.1, 4.C.4)
The College's KPIs include goals set for measurement of progress in several areas (4.C.1). In the area of Academic Preparation, which includes measures of prior learning attainment, success in developmental classes and success in college level courses, the College gave itself a C grade in 2013-14. Each indicator has multiple performance measures. Every year (beginning with 2012-2013), the results of these measures are analyzed and assigned grades, which are averaged to determine the grade for each indicator and an overall grade for the College's annual performance (4.C.4).

Selecting the tools/methods/instruments used to evaluate the effectiveness and comprehensiveness of support services
The College's main tutoring program, the Student Success Center, evaluates its services through statistics that track numbers of visits with tutors, grades of students who engage with the Center, and student satisfaction focus groups. The library uses many metrics to assess usage, relevance of its collection, and the preferred mediums its clientele prefer for each area, among other elements.

Holistic Advising is developing a comprehensive assessment plan that includes achievement of learning outcomes, individual advisor performance and accountability, overall program performance and accountability, and student satisfaction. Metrics and benchmarks for this are based upon the standards determined by the National Academic Advising Association and the Council for the Advancement of Standards in Higher Education.

1R5 What are the results for determining the quality of academic support services?

Outcomes/measures tracked and tools utilized
As stated above, LCCC's KPI system includes several measures of Academic Preparation that are used to indirectly assess the quality of academic support services. These are shown in Figure 1R5-1 below.

Summary results of assessments (include tables and figures when possible) (4.C.2, 4.C.4)
The current results of assessment of LCCC's KPI B on Academic Preparation and its measures of student course completion are included in Figure 1R5-1 below (4.C.2, 4.C.4).

Figure 1R5-1: KPI B Academic Preparation 2013-14 Results				
Measure	**Result**	**Target**	**Benchmark**	**Grade**
Success in Developmental Coursework - Math	60.27%	55.15%	56.67%	B
Success in Developmental Coursework - Writing	59.77%	65.71%	64.37%	C
Subsequent Success of Developmental Students - College-level Math	50.00%	57.14%	65.65%	D
Subsequent Success of Developmental Students - College-level Writing	74.19%	78.16%	71.09%	C

Figure 1R5-1

Comparison of results with internal targets and external benchmarks (4.C.4)
Figure 1R5-1 above includes internal targets, called improvement goals, and applicable external benchmarks (from the National Community College Benchmark Project) for the relevant KPI measures. Evaluation of most academic and non-academic student support services have become more systematic, though tutoring and skills lab evaluation is still slightly retroactive only due to very recent reorganization and staffing changes (4.C.4).

Interpretation of assessment results and insights gained (4.C.2)
For most measures related to the Academic Preparation KPI, the most recent results for LCCC was below both the internal target and the external benchmark. Several of these are impacted by decreased enrollment at the College. Particularly concerning are the results for measures of the success of developmental students in subsequent, related college-level courses (4.C.2).

> **1I5** Based on 1R5, what improvements have been implemented or will be implemented in the next one to three years?

Based on the results measured so far, and initial measures of degree and credential completion, as well as the organizational audit done by the Community College Brain Trust, several changes have been initiated to address deficits.

Three areas of student service that had been housed in academics were reorganized under Student Service areas to ensure better alignment with like services. Disability Services, Placement Testing, and TRiO. Student Support Services are aligned with their functional areas and are included more intentionally in processes that connect students to them.

Holistic Advising was initiated, and the processes for advising of students are now designed to connect every student with an advisor, assess the quality and consistency of advising at LCCC, and envelop the advising process in a continuous improvement environment (4.C.3).

Along with the process of transforming the advising process, the College also initiated processes indicated by the Community College Center for Student Engagement to further enhance student learning, engagement, and success. Mandatory new student orientation was developed and implemented for fall 2014 students, and a redesigned student success course was piloted for new students in fall 2014 whose majors are General Studies or Undeclared. The new course, COLS 1000, was designed to be a solid extension of learning begun in orientation as well as a foundation for successful student practices overall. Ending late registration is the other practice that was begun with fall 2014. All of the pilots for fall 2014 are being evaluated and improved continuously both for impact on student progress and success as well as for effective communication and efficiency.

Academic support services were consolidated under the umbrella Learning Commons such that the services are easier for students to find, services are coordinated and complimentary, and services are set up for assessment and continuous improvement.

Academic Integrity

1P6 Academic Integrity focuses on ethical practices while pursuing knowledge. Describe the processes for supporting ethical scholarly practices by students and faculty. This includes, but is not limited to, descriptions of key processes for:

Ensuring freedom of expression and the integrity of research and scholarly practice (*2.D., 2.E.1, 2.E.3*)

The institution communicates its commitment to academic freedom for both students, faculty, and the campus through the College Catalog (Academic Freedom Statement), handbooks, the strategic plan's vision (Freedom to Innovate) and other methods. For example, the Institution's Student Handbook, 2014-15 communicates its protection of freedom of inquiry and expression. The college recognizes the rights of all students to engage in discussion, to exchange thought and opinion, and to speak, write, or publish freely on any subject, in accordance with the guarantees of Federal or State constitutions (2.D).

Freedom of expression and the integrity of research and scholarly practice is ensured through faculty participation in the Academic Standards Committee and College Council (2.D., 2.E.3).

Academic Standards is comprised of voting members appointed from all academic units on campus. This committee oversees the development, review and modification of programs, curricula and student learning (2.E.1).

The members of College Council are selected by election through Faculty Senate and other represented groups on campus. The College Council is a shared governance body designed to ensure the college is effectively and efficiently achieving the Institution's mission. The College Council facilitates this through timely, factual, and clear communication between constituent groups regarding major institutional decisions. It promotes transparent and respectful communication at all levels of the college community to ensure collaborative and committed decisions are made regarding the direction of the college. It will serve as a deliberating body to discuss college-wide issues, make collaborative decisions, and formulate recommendations to the president of the College.

Ensuring ethical learning and research practices of students (*2.E.2, 2.E.3*)

Ethical learning and research practices of students are regularly evaluated by the respective deans of the four schools, the Dean of Students, and others (2.E.2). The student code of conduct delineates the responsibilities of LCCC students for academic issues (2.E.3). Students are expected to familiarize themselves with LCCC's student code of conduct and be aware of LCCC's policies regarding academic integrity. Faculty explain their expectations for academic integrity in their class syllabi.

Students are afforded due process when a question of academic dishonesty arises. This is outlined in the student code of conduct, and the Instructional Grievance Policy/Procedure (6410), which includes concerns related to harassment, academic dishonesty, instructional design or delivery, intellectual bias, matters of free speech. (2.E.3) (2. 16P).

Ensuring ethical teaching and research practices of faculty (*2.E.2, 2.E.3*)

Ensuring ethical teaching by faculty is accomplished by course observations by deans and regular syllabi review (2.E.2). This allows the deans to provide feedback and suggestions on improvements along with providing guidance on syllabi development. Annual Title IX training is required of all LCCC faculty and staff to help delineate appropriate teacher/student interaction. Upon their initial employment faculty are enrolled in a New Faculty Learning (NFL) program. Elements of this program in year one include monthly face-to-face meetings where student-centered learning, pedagogical best practices, boundaries, and professionalism are presented and discussed, and current publications pertaining to these topics and others are examined.

Ethical research practices are evidenced in LCCC's Conflict of Interest and Commitment in Research policy, and Institutional Review Board (IRB) Procedure 2.6P (2.E.3). The IRB has the authority to approve, require modifications in, or disapprove all research activities that are within the jurisdictional boundaries of LCCC.

Selecting the tools/methods/instruments used to evaluate the effectiveness and comprehensiveness of supporting academic integrity

The College has designed and employs a number of tools to assure the academic integrity of the faculty. As previously mentioned, the MCOR is the foundational tool from which course syllabi are developed. The MCOR establishes course competencies, verifies that course credits are aligned with contact hour expectations, assures that the catalog description for a course is student-centered, and aligns the course competencies with program and institutional expected outcomes. Additionally, the MCOR articulates a single, summative course assessment that is administered in all sections of any course regardless of delivery method or course duration. MCORs are verified through a rigorous peer review process and are approved by the Academic Standards Committee, a committee defined by representation from multiple levels of Academic Affairs and faculty from all academic schools. This review process allows the College to establish curriculum through the voices of many; the adoption of the MCOR assures consistency across all sections of each course.

The College has a framework of common learning outcomes that have been used to guide the development of the general education core. With the guidance of the Student Learning Assessment subcommittee the outcomes have been reviewed, edited, and finally approved by the faculty. This process was also followed for the development and adoption of common rubrics to assess proficiency in these core areas. In-service days at the start of every fall and spring semester include opportunities for faculty to collaborate in conversations about the outcomes, to examine previously collected data about student performances on the outcomes, and to make evidence-driven decisions about curriculum modifications as needed.

The College has developed a program review process through which all programs will define clearly articulated learning outcomes within an assessment plan respective to the program. The assessment plans will be the subject of rigorous peer review. The assessment of progress towards meeting the program's outcomes will be completed in an annual self-study. The assessment plans, their results, and the ensuing self-studies will be maintained through a College portal with ready access across the College.

The Academic Standards committee at the College has cross-college representation and is the umbrella under which the General Education Committee and the Student Learning Assessment subcommittees function. Each subcommittee is comprised of faculty representation from each division, and, as such, the work of the subcommittees, and of Academic Standards, is shared broadly with the faculty. All curriculum documentation that requires the approval of Academic Standards is vetted through peer review processes which result in clear articulation of this work at all levels. It is through this rigor, the open discussions of the curricular foundations, and the endorsement of these foundations at Academic Standards that the College assures the curriculum meets its intended purpose.

1R6 What are the results for determining the quality of learning support systems?

Outcomes/measures tracked and tools utilized

The quality of learning support systems is assessed using student responses to selected items on the Community College Survey of Student Engagement (CCSSE), which is administered biannually at LCCC.

Summary results of measures (include tables and figures where appropriate)

Selected CCSSE results from 2013 are shown in Figure 1R6-1.

Figure 1R6-1: 2013 CCSSE Results				
Item	**Responses**	**LCCC**	**Medium-Sized Colleges**	**National CCSSE Cohort**
ITEM 9: HOW MUCH DOES THIS COLLEGE EMPHASIZE EACH OF THE FOLLOWING?				
9b. Providing the support you need to help you succeed at this college	Very little	4.1	4.7	4.9
	Some	21.2	21.6	21.7
	Quite a bit	43.8	41.1	40.6
	Very much	30.8	32.5	32.8
ITEM 13.2: HOW SATISFIED ARE YOU WITH THE FOLLOWING SERVICES AT THIS COLLEGE?				
13.2a. Academic advising/planning	N.A.	20.6	16.2	15.9
	Not at all	11.7	10	10.4
	Somewhat	39.4	42.5	43.1
	Very	28.3	31.3	30.7
13.2k. Services to students with disabilities	N.A.	78.4	73.9	73.6
	Not at all	7.1	7.3	7.6
	Somewhat	5.4	9.7	9.7
	Very	9.2	9	9.1
ITEM 13.1: HOW OFTEN DO YOU USE THE FOLLOWING SERVICES AT THIS COLLEGE?				
13.1a. Academic advising/planning	Don't know/N.A.	12.2	7.6	7.5
	Rarely/Never	34.7	33.4	33.2
	Sometimes	40.6	44.4	44.6
	Often	12.5	14.6	14.8
13.1k. Services to students with disabilities	Don't know/N.A.	55.2	56.1	56.1
	Rarely/Never	36.8	34.8	34.5
	Sometimes	3.6	4.9	5
	Often	4.4	4.2	4.4

Figure 1R6-1

As represented above, students at LCCC are very satisfied with the learning support systems available to them. Additionally, the majority of students who use specific services are satisfied or very satisfied with those services (Item 13.2). However, almost 47 percent of the student body did not seek out academic advising. At the time of the survey, students were not required to meet with an academic advisor. Only self-identified students with accommodation needs use the Disability Support Services, which accounts for the small proportion of students (8 percent) who indicated that they had used these services.

Comparison of results with internal targets and external benchmarks
As shown in Figure 1R6-1 above, results for LCCC did not differ significantly from either comparison group used for CCSSE data.

At the time of the most recent CCSSE results, LCCC did not have a systematic process for determining internal targets. With the development and implementation the College's KPI system, such a process is now in place and will be used to analyze the next set of CCSSE results, available in summer 2015.

Interpretation of results and insights gained
These results generally indicate that LCCC is systematically engaged in supporting students as directed by Goal 1 Strategy B LCCC Strategic Plan. However, the results for student use of academic advising highlighted an area for improvement, as discussed below.

1I6 Based on 1R6, what improvements have been implemented or will be implemented in the next one to three years?

The College has traditionally offered quality academic support programs, although it recognizes from its assessment that there is room for improvement. LCCC's current strategic plan places emphasis on strategies associated with strengthening or implementing proven high impact practices for academic support. Some of the improvements that have been implemented or are planned for implementation over the next few years at LCCC include:

- **New Student Orientation**. LCCC redesigned its new student orientation program to match recommendations from the literature on best practices. New student orientation is now mandatory for all incoming students at the College.
- **Student Success Course**. In fall 2014 the College launched COLS 1000: Intro to College Success. All incoming students will be required to enroll in this student success course, which includes institutional services to help students succeed academically and socially. The course was required for all new students who had not chosen a program of study fall 2014 and this served as a pilot offering of the course. It will be rolled out to all incoming students in fall 2015 as faculty adjust their curricula to accommodate for its inclusion.
- **Holistic Advising**. According to the CCSSE data, nearly 48 percent rarely or never used academic advising. However, as of 2014, all students are required to initially visit with an academic advisor.
- **Skills Labs.** Learning Commons includes all of the math labs, writing labs, and computer labs. A new director has been hired to oversee the Learning Commons. LCCC has committed to fully staffing the Learning Commons for student availability. Students enrolled in math courses are required to meet an additional two hours per week in a math lab.